

## Summer Transition Program Scoring Rubric 2013

### Category One Points

#### 15 Points

Programs will receive points based on the percentage of Category One students served during the 2012-2013 school year.

Percentage of Category One Students Served	Number of Points Awarded
0-24%	0
25-49%	5
50-74%	10
75-100%	15

### Bonus Transportation Points

Programs that offer transportation during the Summer Transition Program will receive 5 bonus points.

Transportation offered during STP	Number of Points Awarded
Yes	5
No	0

### Scoring Key:

% of Category One Students:	15
Question 1 (how the STP will benefit community)	8
Question 2 (recruitment and identification)	20
Question 3 (transportation)	10
Question 4 (attendance)	10
Question 5 (parent services)	15
Question 6 (hiring transition coach)	8
Question 7 (previous experience)	8
Quality of the written application	6

Question	Intent of Question	Awarding of Specific Points
<p><b>Question 1</b></p> <p>Describe how a Summer Transition Program will benefit the students, families, and your community.</p> <p><b>8 Points</b></p> <p>Student benefits: 2 Family benefits: 2 Community benefits: 2 Connection: 2</p>	<p>The intent of this question is to gauge the applicant's understanding of the purpose of a Summer Transition Program and to gauge their perception of how the Summer Transition Program could benefit students and families in their community.</p>	<ol style="list-style-type: none"> <li>1. Response identifies academic growth, language and literacy improvement, or other markers and skills associated with school readiness. (0-2 points)</li> <li>2. Response identifies family benefits such as parents able to work, children in a high quality program, etc. (0-2 points)</li> <li>3. Response identifies community-specific factors. (0-2 points)</li> <li>4. Response connects the different data points. Think in terms of a holistic approach. (0-2 points)</li> </ol>

Question	Intent of Question	Awarding of Specific Points
<p><b>Question 2</b></p> <p>Recruitment and identification of age and income eligible students is crucial to the success of the Summer Transition Program. Include specific information to address each of the following points.</p> <ol style="list-style-type: none"> <li>Describe the types of children and families that you currently serve. (2 Points)</li> <li>The Summer Transition Program is a targeted program for specific families meeting criteria related to income. Describe how your program location and other program components will allow you to serve these types of children and families. (2 Points)</li> <li>Describe how you will recruit families to a Summer Transition Program. Include strategies for how you will recruit additional children to the program if a child withdraws before completing the program. (10 Points)</li> <li>The Summer Transition Program is targeted at two different populations. Please address the following: (6 Points) <ol style="list-style-type: none"> <li>Method for identification of children who were not served by Georgia's Pre-K in the 2012-2013 school year.</li> <li>Method for identification of children who attended Georgia's Pre-K but would benefit from summer educational support services.</li> </ol> </li> </ol> <p><b>20 points</b></p>	<p>How a program will recruit appropriate children to attend the STP is one of the most important components in determining a program's success in administering the STP.</p> <p>In previous years, it has been a challenge for some programs to identify children. Well-written responses must demonstrate specifically how they will identify children. Simply stating child-level demographics or repeating the criteria is not sufficient.</p>	<ol style="list-style-type: none"> <li>Types of families program currently serves. (0-2 points)</li> <li>Program location and other components will allow program to serve targeted demographics. (0-2 points)</li> <li>Recruitment: Points awarded on specificity of recruitment strategies. (0-10 points)</li> <li>Points awarded on specificity for: <ol style="list-style-type: none"> <li>Recruitment of children not served in the program (0-3 points)</li> <li>Recruitment of children with additional needs (0-3 points)</li> <li>Response must address both groups to receive 6 points.</li> </ol> </li> </ol>

Question	Intent of Question	Awarding of Specific Points
<p><b>Question 3</b></p> <p>Transportation is a critical component to families who enroll their children in the Summer Transition Program. Describe the transportation services your program will be able to provide to children who enroll in your Summer Transition Program.</p> <p>If you are not offering transportation, describe how your program will ensure that the lack of transportation does not prohibit children's participation in your program.</p> <p><b>10 points</b></p>	<p>Knowing that offering transportation services does increase attendance, it is important for those programs not offering transportation services to think through strategies they could use to bolster attendance.</p>	<p>Program is able to offer transportation services. For 10 points the program must mention specifically how they will provide transportation and that they will be able to provide to all children (0-10 points). Responses should specify that they have age-appropriate transportation equipment, a person who is trained in transporting children, and the experience in meeting all DECAL transportation regulations to receive the full 10 points.</p> <p>OR</p> <p>Program does not offer transportation services but presents a viable plan with tangible specifics to bolster attendance (0-10 points). For program to receive 10 points here, the applicant has to be specific and show they have experience in arranging transportation without providing it.</p> <p>OR</p> <p>A combination of the two (able to offer transportation to some but will have a plan for others) (0-10 points)</p>

Question	Intent of Question	Awarding of Specific Points
<p><b>Question 4</b></p> <p>Daily attendance is another critical component of a successful Summer Transition Program.</p> <ol style="list-style-type: none"> <li>Describe strategies you will utilize to ensure regular daily attendance.</li> <li>Describe the activities/events you will use to increase regular student attendance throughout the six-week program (field trips, special guest visitors, before or after care, family events, etc.).</li> </ol> <p><b>10 points</b></p>	<p>Attendance in the program is vitally important but also a challenge. Successful applicants will demonstrate that they will institute policies to maximize attendance.</p>	<ol style="list-style-type: none"> <li>Applicant demonstrates thoughtful planning for activities that will maintain and boost attendance. (0-4 points)</li> <li>Applicant demonstrates key strategies for increasing attendance (in other words, what will they do if attendance drops). (0-4 points)</li> <li>Applicant demonstrates experience in maintaining attendance. (0-2 points)</li> </ol>
<p><b>Question 5</b></p> <p>Family support services are a key component of the Summer Transition Program. Describe how your program will address each of the following items related to family support services.</p> <ol style="list-style-type: none"> <li>Parent engagement activities to meet a variety of parent schedules</li> <li>Regular communication and support to families including home visitation</li> <li>Kindergarten transition support (kindergarten registration, immunizations, etc.)</li> </ol> <p><b>15 Points</b></p>	<p>Evidence from previous Summer Transition Programs indicates that family engagement is a big component of the program's success. This question gauges the level of detail the respondent has considered in relation to the parent engagement element of the program. Some training will be offered in this area, but the expectation is that programs will demonstrate an ability to implement engaging and supportive services for families.</p>	<ol style="list-style-type: none"> <li>Description of specific parent engagement activities and how parent schedules will be taken into consideration (0-5 points)</li> <li>Description of the types of information to be communicated to parents and how families will be provided ongoing and relevant support (0-5 points)</li> <li>Description of how kindergarten support will be provided to parents and families (0-5 points)</li> </ol>

Question	Intent of Question	Awarding of Specific Points
<p><b>Question 6</b></p> <p>Describe how you will identify an experienced, effective transition coach. Discuss the person's qualifications for the position including experience as a transition coach or in family support.</p> <p><b>8 Points</b></p>	<p>A key component to the success of the program is the transition coach. The intent of this question is to demonstrate that the program has the resources for a successful transition coach.</p> <p>It is fine to use a staff person who has other responsibilities, but the applicant should state how this person will be able to undertake additional responsibilities and fulfill the demands of the transition coach position.</p> <p>A good transition coach should have experience working with families of young children, experience with Georgia's Pre-K, or experience with another type of family support program (e.g., Title I, Preschool Special Education). Any of these is acceptable.</p>	<p>If program has a person ready to take the role:</p> <ol style="list-style-type: none"> <li>1. It is clear that the program has a specific person to fulfill this position. Specific person should be mentioned. (0-2 points)</li> <li>2. The applicant describes why this person would be a good transition coach (qualifications, etc.). (0-3) points)</li> <li>3. The applicant describes how this person will be able to take on additional responsibilities and/or handle the position for the specified period (10 weeks). (0-3 points)</li> </ol> <p>If a program does not have a specific person in mind, then the applicant will address how this person can be recruited and meet the above categories. The same point value will apply.</p>

Question	Intent of Question	Awarding of Specific Points
<p><b>Question 7</b></p> <p>Many programs have experience with the administration and oversight of summer programming.</p> <ol style="list-style-type: none"> <li>Describe the summer educational programs you have previously administered.</li> <li>What challenges did you experience and how did you address the challenges?</li> <li>Was your program low, medium, or high quality? Discuss the factors you used to assess the quality of your program.</li> </ol> <p><b>8 Points</b></p>	<p>The intent of this question is to give applicants an opportunity to demonstrate their success in operating a summer program.</p> <p>In many ways, administering a summer program is different from administering a school year program. Successful responses will specifically describe their summer program.</p> <p>This question is asking about summer programs in general and does not provide an advantage to those who have offered the Summer Transition Program over those who have not. Respondents who have previously offered the Summer Transition Program may mention this or another, similar program. Respondents who have not offered the Summer Transition Program should simply write about the previous programs they have offered.</p> <p>The latter part of the question gauges a respondent's ability to self-reflect and honestly evaluate their program's quality. Respondents should honestly discuss challenges and be astute in how they evaluated the success or quality of the program.</p>	<ol style="list-style-type: none"> <li>Description of previous summer programs (0-2 points)</li> <li>Challenges (0-3 points)</li> <li>Specificity of answer related to how the program was assessed (0-3 points)</li> </ol>